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1939/10

IN UNIVERSITY OF MONTANA. NO 59.

Montana High School Debat- ing League

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OCTOBER, 1909

MONTANA HIGH SCHOOL DEBATING LEAGUE

ANNOUNCEMENT FOR THE YEAR
1909--1910



ISSUED BY THE UNIVERSITY
OF MONTANA

PRINTED BY
HASSLER BROTHERS
MISSOULA, MONT

....OFFICERS....

FOR THE YEAR 1909--1910

G. F. REYNOLDS, Missoula,
President.

W. F. CLARKE, Forsyth,
Director, Eastern District.

G. A. KETCHAM, Kalispell,
Director, Northern District.

E. J. PARKIN, Bozeman,
Director, Southern District.

A. J. ROBERTS, Helena,
Director, Northern District.

ACCREDITED STATE HIGH SCHOOLS

EASTERN DISTRICT

SCHOOLS—	PRINCIPALS—
Billings	J. A. Dallas
Columbus	J. H. Doyle
Forsyth	J. E. Baltzell
Glendive	R. L. Hunt
Lewistown	H. L. Sackett
Miles City	J. A. Burger
Red Lodge	A. C. Carlson

NORTHERN DISTRICT

Chinook	G. H. Willman
Chouteau	B. E. Toan
Fort Benton	J. W. Lenning
Glasgow	D. S. Williams
Great Falls	Arthur D. Wiggin
Kalispell	G. A. Ketcham

SOUTHERN DISTRICT

Big Timber	W. C. Ryan
Bozeman	E. J. Parkin
Butte	G. F. Downer
Dillon	L. R. Foote
Livingston	Lewis Terwilliger
Virginia City	D. S. Clinger

WESTERN DISTRICT

Anaconda	A. P. Hickson
Boulder	H. E. Harry
Deer Lodge	C. W. Street
Helena	A. J. Roberts
Missoula	J. F. Thomas
Philipsburg	G. T. Bramble
Townsend	J. M. Kay

CONSTITUTION AND BY-LAWS

❖ ❖ ❖

Adopted by the High School Principals and City Superintendents, at
a Meeting at the University of Montana, May 17, 1906

Amended May 16, 1907, May 14, 1908, and May 13, 1909.

PREAMBLE.

The object of this league is improvement in debate among the students in the high schools of the state of Montana.

ARTICLE I. NAME.

This organization shall be known as the Montana High School Debating League.

ARTICLE II. DEBATING DISTRICTS.

For convenience the state shall be divided into four debating districts, viz:

Eastern District: Billings, Columbus, Forsyth, Glendive, Lewistown, Miles City, Red Lodge.

Northern District: Chinook, Chouteau, Fort Benton, Glasgow, Great Falls, Kalispell.

Southern District: Big Timber, Bozeman, Butte, Dillon, Livingston, Virginia City.

Western District: Anaconda, Boulder, Deer Lodge, Helena, Missoula, Philipsburg, Townsend.

ARTICLE III. MEMBERSHIP.

Section 1. Any high school in Montana which has been accredited by the University of Montana may become a member of this league by applying to the president of the league, or to the director of the district in which the school is situated.

Section 2. All schools seeking admission for any particular year must joint at least ten days before the first contest in the first series in their respective district.

ARTICLE IV. CONTESTS.

Section 1. *District Contests.* The district contests, held by teams representing the several high schools within each district, shall occur between the first of October and the first of February. The team winning in the last series of these contests shall be the *district champion team*.

Section 2. *Inter-District Contests.* The inter-district contests, held by the several district champion teams, shall occur between the first of February and the first of April. The two teams winning in these contests shall be the two *inter-district champion teams*.

Section 3. *Final Contest.* The final contest, held by the two inter-district champion teams, shall occur between the fifteenth of April and the date set for the interscholastic meet, at the University of Montana (or at some other place in Missoula, selected by the president of the league).

ARTICLE V. OFFICERS.

Section 1. The officers of the league shall be a president and four district directors.

Section 2. There shall be in each district one director, who shall be the principal (or other representative) of one of the league high schools in that district.

It shall be the duty of the director—

(a) To preside at the call meetings of the principals (or other representatives) of the league high schools in his district.

(b) To co-operate with the principals (or other representatives) of the league high schools in his district, in pairing the schools, and in making other arrangements for the several series of district contests, on the basis of convenience and expense. If, in any series of the district contests, any two schools that are paired by the director should fail to agree upon sides within one week after the preceding series of contests, the director shall appoint some one to determine sides by casting lots.

(c) To furnish the president all necessary information with regard to all the workings of the league within his district, and to report from time to time to the *Inter-Mountain Educator* any news items that may be of interest to the league.

Section 3. The president shall be a member of the faculty of the University of Montana.

It shall be the duty of the president—

(a) To preside at the annual meeting, and at the final contest, and, when necessary, to call meetings of directors.

(b) To co-operate with the principals of the four schools represented by the district champion teams in pairing these teams, and in making other arrangements for the inter-district contests, on the basis of convenience and expense. If, in the pairing of these teams for the inter-district contests, the principals of any two schools should not agree upon sides within one week after their schools have been paired, the president shall appoint some one to determine sides by casting lots.

(c) To co-operate with the principals of the two schools that are to be represented in the final contest in making arrangements for that contest. If the principals of these two schools should not agree upon sides within one week after the last inter-district contest, the president shall appoint some one to determine sides by casting lots.

(d) To prepare and have printed each year, before October 1st (at the expense of the university) a bulletin containing the latest revision of the constitution and by-laws, the names and addresses of the officers, the list of names of the high schools belonging to the league, and such other matter as, in his judgment, may be helpful to the members of the league.

ARTICLE VI. THE DEBATERS.

Section 1. The debaters shall be undergraduate students of the schools which they represent, and shall have passing grades to date in at least three full subjects (i. e. subjects that require at least four recitations a week) that they are taking at the time of the contest.

Section 2. The team that shall represent any league high school shall be selected by that school in any manner agreed upon by the principal, teachers, and students of that school.

Section 3. At all contests the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress.

Section 4. At all contests the time and order of the speeches shall be as follows:

1st speaker, affirmative, 12 minutes (introduction and direct argument).

1st speaker, negative, 12 minutes (direct argument and refutation).

2d speaker, affirmative, 12 minutes (direct argument and refutation).

2d speaker, negative, 12 minutes (direct argument and refutation).

3d speaker, affirmative, 12 minutes (direct argument and refutation).

1st speaker, negative (or one of his colleagues), 5 minutes, (rebuttal and summary).

1st speaker, affirmative (or one of his colleagues), 5 minutes, (rebuttal and summary).

No argument allowed in either of the last two speeches.

ARTICLE VII. THE JUDGES.

Section 1. At each contest there shall be three judges, who shall be selected on the basis of capability and impartiality.

Section 2. Selection of judges—

(a) *District and Inter-District Contests.* After any two schools shall have been paired, the principals of the two schools shall, at their earliest convenience, agree which school is to entertain. The principal representing the visiting team shall immediately submit to the principal of the entertaining school a list of ten names of people whom he recommends as judges. The principal who is to entertain shall, within three days after receiving the list, if he accepts any of the names, arrange the names accepted, in the order of his choice, and send them to the principal of the visiting school. If the principal who is to entertain does not accept as many as six names he shall, in turn, at the time he sends the names that he accepts, submit a new list of ten names to the principal of the visiting school, who shall, if he accepts any of them, arrange the accepted names, in the order of his choice, as additional names to those already agreed upon.

This shall be kept up until six names shall have been selected; three for judges and three for alternates.

(b) *Final Contest.* Immediately after the two inter-district championships shall have been won, the committee representing the University shall submit to each of the principals of the two schools, a list of thirty names. Each principal shall be allowed to cross out as many as ten names, and shall, within three days, return the list to the committee. The committee shall then select from the names remaining on the list, three to serve as judges in the contest for the cup. The remaining names shall be alternates.

Section 3. Instructions—

(a) During the debate the judges shall sit apart from one another.

(b) They shall base their decision on the merits of the debate, not on the merits of the question; and shall mark the merits of the debate on the following basis: Argument, 70 per cent; team-work, 20 per cent; delivery, 10 per cent.

(c) Each judge, at the conclusion of the contest, without consultation with any other judge, shall write on a card the word "affirmative" or "negative," seal it in an envelope, and deliver it to the presiding officer, who shall open the envelope in sight of the two leaders and then announce to the audience the decision.

ARTICLE VIII. MEETINGS AND ELECTIONS.

Section 1. The directors in the several districts shall, at any time they deem necessary, call meetings of the principals (or other representatives) of the league high schools in their respective districts.

Section 2. The annual meeting shall be held at the university at the time of the inter-scholastic meet. At this meeting the president and directors shall be elected, each for a period of one year. Each league high school shall be entitled to only one vote. In the election of the directors each school shall vote for only one director—a director for its own district. In case no director for any particular district should be elected at this meeting, the president shall appoint one.

ARTICLE IX. EXPENSES.

Section 1. At the district and inter-district contests the entertaining high school shall pay—

(a) The expenses of the judges.

(b) The hotel bills and railway mileage of the visiting teams (the three debaters), and one other person (chaperone or coach).

If, however, the two teams taking part in the contest, should find it more convenient or less expensive to meet at some half-way point, the two schools which are represented by these teams shall share proportionally the expense, or make some special arrangements for defraying the expenses for that particular debate.

Section 2. At the final contest the university shall pay—

(a) The expenses of the judges.

(b) The hotel bills of the two teams.

(c) The railway mileage of the two teams; provided that a sufficient amount of the entertainment fund of the final contest should remain after paying the expenses of the entertainment, and the incidental expenses incurred by the president during the year.

ARTICLE X. PRIZES.

1. The University of Montana gives a souvenir cup to the high school whose team wins at the final contest. The high school winning the cup shall hold it until the time set for the next regular final contest, at which time the cup shall be returned to the university, so that it can be given to the high school that next wins the state championship. Any school winning the cup three times, or twice in succession, shall become the permanent owner of it.

2. Senator Joseph M. Dixon gives annually, a gold medal to the best debator at the final contest.

3. Judge Hiram Knowles will give, for the year 1909-10, a set of books to each of the three debaters of the winning team at the final contest.

4. H. T. Wilkinson will give a set of books to each of the three debaters of the winning team at the *special final contest* (the contest for honorable mention).

5. William H. Houston will give a free scholarship (including matriculation and athletic fees and course deposits) in the University of Montana to the student who wins the Dixon medal for the year 1909-1910. This scholarship will be given when the student enrolls in the University.

6. Senator Thomas H. Carter gives annually, a gold medal for the best essay written by any member of the graduating classes of the accredited state high schools.

7. E. C. Mulroney will give a scholarship (including matriculation and athletic fees and course deposits) in the University of Montana for the year 1910, to the student who wins the Carter essay medal for the year 1909.

8. John M. Keith will give annually a scholarship in the University of Montana, amounting to fifty dollars, to one of the high school debaters, who will be chosen by the president of the university, from the twelve members of the four district champion teams of the high school debating league. The income of the scholarship will be paid to the student for one year, in two installments: one at the beginning of the first semester; the other, at the beginning of the second semester of the first year of his or her enrollment in the university.

Applications for the scholarship must be made to the president of the university at the earliest practicable date before June 1 of

each year. Each application should be accompanied by credentials showing the amount and quality of high school work done by the student, and by recommendations showing applicant's promise of future usefulness. Only members of the graduating classes will be eligible.

ARTICLE VI. AMENDMENTS.

This constitution and by-laws may be amended at any annual meeting by a majority of the league high schools present. But no school shall have more than one vote.

1. Before the publication of the bulletin it shall be the duty of the directors to co-operate with the president in selecting a question for debate which shall be used at the inter-district contests and at the final contest for the ensuing year. The question, together with references and other suggestions that may be offered by the president, shall be printed in the bulletin.

2. After any series of debates is concluded, the statement of the question for debate may be changed with the consent of all teams concerned. But the team desiring the change must restate the question and secure the consent of the other teams.

3. It shall be considered dishonorable for one school to visit the debates of another school when these two schools are likely to meet on the same question.

4. It shall be considered dishonorable for any debater, in any manner to plagiarize his speech.

5. It shall be considered dishonorable for any teacher or principal to assist debaters in any way except to direct them in the search for material and to train them in effective delivery.



QUESTION FOR DEBATE

✱ ✱ ✱

Resolved, That United States senators should be elected by the direct vote of the people. (Discussion of the constitutionality of the question is to be waived in all the debates).

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DISTRICT CONTESTS

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In order that the students who are defeated in the first series of debates may have an opportunity to practice debating, the following scheme for pairing teams may be used.

Contests for the Cup and Other Prizes.

Contests for Honorable Mention.

FIRST SERIES, BETWEEN OCT. 1 AND DEC. 1.

- | | |
|-------------------------------------|--|
| (1) A high school vs. B high school | |
| (2) C high school vs. D high school | |
| (3) E high school vs. F high school | |
| (4) G high school vs. H high school | |

SECOND SERIES, BETWEEN OCT. 1 AND JAN. 1. ||

- | | |
|-------------------------------------|--|
| (5) winner in (1) vs. winner in (2) | |
| (6) winner in (3) vs. winner in (4) | |

- | | |
|------------------------------------|--|
| (5*) loser in (1) vs. loser in (2) | |
| (6*) loser in (3) vs. loser in (4) | |

THIRD SERIES, BETWEEN JAN. 1 AND FEB. 1.

- | | |
|-------------------------------------|--|
| (7) winner in (5) vs. winner in (6) | |
| | |

- | | |
|--|--|
| (7*) winner in (5*) vs. winner in (6*) | |
| (8*) loser in (5) vs. loser in (6) | |

BETWEEN FEB. 1 AND MCH. 1.

- | | |
|--|--|
| (9*) winner in (7*) vs. winner in (8*) | |
|--|--|

The winner in (7) shall be the regular district champion team, and shall be entitled to be pitted against one of the other regular district champion teams, in the regular inter-district contests, and if successful in the inter-district contest, shall be entitled to take part in the regular final contest at Missoula.

The winner in (9*) shall be the district champion team of honorable mention, and shall be entitled to be pitted against a similar team in one of the other districts, and if successful, shall be entitled to take part in a special final contest, to be held at Missoula or at any other place agreed upon by the president of the league and the principals of the two schools represented in the special contest.

|| In the second series, winner in (1) may, at the discretion of the director, be pitted against winner in (3) or winner in (4); and loser in (1) against loser in (3) or loser in (4)—whichever happens to be the most convenient for the schools concerned—the matter to be decided by the director as soon as possible after the first series of contests. Similar changes may be made by the director for the district contests that come after the second series. In following this plan some schools will necessarily have to be declared winners by default.

RESULTS OF THE DEBATES IN 1908-1909

EASTERN DISTRICT.

Forsyth (neg.) won over Miles City (aff.) Dec. 1.

Forsyth (neg.) won over Billings (aff.) Feb. 13.

Forsyth the champion for the Eastern District.

NORTHERN DISTRICT.

Helena (neg.) won over Kalispell (aff.) Feb. 5.

Helena (aff.) won over Townsend (neg.) March 12

Helena the champion for the Northern District.

SOUTHERN DISTRICT.

Bozeman (aff.) won over Livingston (neg.) Dec. 19.

Butte (neg.) won over Bozeman (aff.) Jan. 29.

Butte the champion for the Southern District.

WESTERN DISTRICT.

Boulder (neg.) won over Missoula (aff.) Jan. 15.

Boulder (neg.) won over Phillipsburg (aff.) Feb. 13.

Boulder the champion for the Western District.

INTER-DISTRICT CONTESTS.

Forsyth (neg.) won over Helena (aff.) April 9.

Boulder (aff.) won over Butte (neg.) April 12.

FINAL CONTEST.

Forsyth (neg.) won over Boulder (aff.) May 11.

ESSAY MEDAL FOR 1909-1910



TO THE CONTESTANTS.

Mountain scenery has, during the last century, appealed deeply to English writers. Scott, Wordsworth, Byron, Browning, Coleridge, and Ruskin, besides other less prominent writers, have treated appreciatively of it. What are the characteristics of mountains which have appealed to any or all of these men? How far do these characteristics appear in the mountain scenery about your home; what characteristics has it which the English writers, in their different surroundings, have not observed? The answers to these questions are to furnish the subject matter for the essays of 1909-1910.

In preparing for this contest, read as widely and sympathetically as you can the works in which mountains are described and interpreted. Choose one or more of the above authors—it makes little difference how many; get their point of view; see through their eyes. Then, using your own eyes, look at the scenery about you, and write your essay as simply and sincerely and individually as you can. This somewhat new kind of subject has been selected to give you a chance to show what you can get from certain great works of literature, and what you can observe for yourself.

Ruskin, because of "Modern Painters," has been named with the poets who have written of mountain scenery. Other poets besides those named may also be included in your study. A list of the poems used as a basis for your work should be submitted with your essay.

You may select a title suitable to your individual composition.



PRIZE ESSAY FOR 1908-1909

WALTER SCOTT

By ELINOR PETERSON.

The history of the literature of the world is a record of great movements of intellect when the human mind, fired by imagination, has brought forth new worlds of thought. These creative periods are huge waves rising from the vast sea of thought and are ruled by the strong, underlying, current of life. They are waves that are continually forming, continually rolling upward, sweeping away all trivial thoughts as driftwood is swept away, then sinking again to the surface to wait the next emotional current that shall hurl them aloft to the very clouds. Several such waves have shaken the depths of intellect, each has risen to its highest point and has fallen to make way for the next. Chaucer, one of the first of England's great poets, appeared on one of these waves, carrying with him the new ideas of poetry and deeper thoughts which he had embodied in his famous "Canterbury Tales." Then occurred the great movement which carried the drama to the highest point it has ever attained and foremost upon it came Shakespeare with his disregard for all narrow and pedantic rules. And, after that, arose the great age of romanticism. Thus, it is not surprising to find that, when England was filled either with hostile tribes or with the fear that they would come, her bards should sing songs pertaining to war and in their patriotism eulogize the powers of their beloved country. It was not unnatural that the discovery of the New World and the expansion of the Old, should excite their minds and rouse them from the lethargy into which they had fallen.

Neither was it any more strange, that, when the excitement was passed, the reaction should set in with the change caused by the rising power of the Puritans and that the different conditions should produce a different spirit. The Puritans viewed the Elizabethan drama with such stern disapproval that all advancement in that direction was, for a time, effectually checked. The next form of literature was the classical treatise which dealt with subjects difficult to understand and which only the well-educated people cared to read. Manner of expression was of far greater importance than subject matter, and a well known idea set forth in new classical terms was often more acceptable than an original thought expressed in unfamiliar phrases. The precise rules, which attempted to confine literature to a certain narrow path, were not conducive to the development of the intellect and yet these very restrictions were preparing the way for a broader and brighter movement. The studied form and polished elegance of the classical writers were destined to give way to the happier age which marked the approach of the romance.

The romance was a new form of writing which differed from all previous literature. It marked the striving of the soul for something better than is ordinarily found in this world and broadened human sympathy by its expressions of deep feeling. The romance may be said to have first appeared in Spencer's poetry since he was the first author to create purely imaginative characters and scenes. Shakespeare's works, also, intimated the advent of romanticism in that they departed from the fixed rules of the Greek drama, which was then taken as a model. But, undoubtedly, it may be said to have attained its highest point during the age in which Scott lived.

He appeared foremost on an emotional wave that was destined to

tear down the formal barriers which had so long restrained the spirit of literature. His works, both poetry and prose, were influenced by the movements toward exploration and expansion. His poems are filled with war and adventure, yet ever manifest a strong, deep, almost reverent appreciation of the wonders and beauties of nature. The descriptions of nature found in them are not the vividly colored creation drawn by a novice, but the productions from the hand of one who loved and sought for natural beauties. His poetical works are strongly marked, throughout, by his impulsive spirit, yet their material air is often set aside to make room for softer moods. As, for instance, in his "Lady of the Lake." In this poems, filled, as it is, with the clashing of arms, we can almost hear the mysterious music of the invisible harp: now sweet and tender and now ringing, clear and loud, with all the intense fervor of patriotism. And, in "Marmion," he takes us, at dawn, to the top of the mountain, and, with the hero, we look down upon a mighty city fitted out with all the grim preparations for war, but our glances are not allowed to rest there. They are led beyond the city and we see

"All the steep slope down,
Whose ridgy back heaves to the sky,
Piled deep and massy, close and high."

Scott's poems were read by all classes and the one objection to them, namely, that they were not classical, was lost sight of in the delight with which they were received: an approval which has only been equalled by that accorded to his prose works.

The style of his novels differed from that of his contemporaries in that he had an ingenious manner of telling his tales which held the attention of his readers as closely as if they were listening to an actual conversation. He seems rather to have followed the promptings of his fancy than any prescribed rules, and, at his will, one is led from the wild grandeur of his beloved mountains to the grave dignity of great cities, from the scenes of a battlefield to the simple home life of the Lowland peasants. Indeed, his methods of writings are best described by himself in his lines,

"Though wild as cloud, as stream, as gale,
Flow forth, flow unrestrained my tale."

His works are, also, distinguished by his careful treatment of his characters.

As a rule, his depiction of human nature is good. He never attempted to describe a type of character that he did not fully understand. His best characters are those which he has presented to us by means of a few, suggestive phrases, but, in general, his character descriptions are long and employ so much detail that very little is left to the imagination. But, never the less, some of his characters are good. Take, for example, the miserly Jew, in "Ivanhoe," bending over the fire to warm his thin, claw-like hands. Told in a few, well-chosen words, simply, directly, yet no word-picture could be more complete. Or Dominie Sampson, in "Guy Mannering." In all fiction's history, there is not another like him: a silent man who has no duty aside from loyalty to his dearest friends and whose heartfelt joy in the restoration of the rightful heir, Henry Bertram, to Ellangowan, is almost pathetic in its earnest simplicity. But one of Scott's masterpieces is found in his descriptions of Meg Merrilies, the gipsy. Her nature was as wild and untamed as the mountain breezes she delighted in, and as steadfast and true to those whom she loved as the mountains about which they played. A nature in which the stern and the tender were strangely mixed and which was as hard to understand as the strange attractions which the majestic beauties of nature hold for mankind! We are veritably carried away from ourselves when we read her passionate farewell to her old home.

But greatly as Scott's character's are famed, it is not that point, alone,

which makes his works so attractive. The greater part of the writers of his day were merely imitators, who were quite content to follow the example set by previous writers. Not so with Scott. He broke away from all conventionalities and startled the older authors by writing books filled with living characters and human thoughts, books, which gave a new impetus to literature by introducing a new form of writing and, more than that, refreshed the minds of the people by instilling into them the wondrous freedom of the hills. His works breathe forth a spirit of adventure and keen delight in unusual situations. People liked his works then because they could understand them and because the very romantic element which the classical school abhorred, appealed to them. People like his works today for the same reason and will continue to like them a hundred years from now, for human traits and instincts change very slowly and the likes and dislikes of today are much the same as those experience a hundred years ago, or those of a century hence. And, though science and art may make marvelous progress, we must admit with Scott that "still the heart must have a language."

This sympathetic knowledge of human emotions caused Scott to be universally loved and to become one of Scotland's favorite poets. He was a naturally warm-hearted man who might have been termed a genius in respect to his readiness in understanding the people with whom he came in contact. His strong sense of justice won many friends for him, for it would be hard to find another man equally honorable in his dealings with all mankind. A striking example of his honesty is found in his tremendous struggle to pay his debts. Other men in his financial condition would have taken advantage of the bankrupt laws to have escaped their obligations, but he immediately commenced the task of clearing his name. Physically unable, he exerted himself beyond his abilities, writing at times when he could scarcely hold a pen. The debt was never entirely paid, but the example he set taught the world many a lesson. Then, too, his strong sense of justice went far in brightening the way for all whom he met, for no situation was too trying to be lightened by his happy fancy and no difficulties were ever too intricate to be solved by his winsome frankness. Indeed, he might well claim a close kinship with all the world since to meet him was to become his friend. All of which traits are, in a large measure due to the influence exerted over him by the conditions of his early life.

Walter Scott was born in Edinburgh, 1771, but on account of a lameness, which resulted from a fever contracted in his infancy, was taken to the country in the hopes that the mountain air might rid him of this affliction. He was kept outdoors the greater part of the time and thus, unconsciously, the love of nature, which was to take so prominent a place in his life, was early developed and was encouraged by daily contact with all its rare beauties. Later, he entered Edinburgh High School where he made rapid progress. He was very quick-witted, but, as he, himself, said, he "made a brighter figure in the yards than in the class." For, though his lameness prevented his partaking to any extent in athletic games, his genius for telling stories caused him to become very popular among his comrades. When he entered the University of Edinburgh, he fell behind his class and could never be persuaded to take up Greek with a lower class. In all other studies he advanced rapidly, excelling in those which permitted him to indulge in his love of war and adventure. To please his father, he studied law and was admitted to the bar in 1792. But no occupation, taken up for this reason alone, could ever prove anything but distasteful, and he soon abandoned this course for one more congenial, though not before he had had time to make several journeys among the Highlands. This traveling gave him an opportunity to study carefully the different classes of people and to learn to respect alike the haughty vindictiveness of the Highland chieftains and the artless pleasures of their Lowland brothers.

This close observation of the different spirits bred in the different sections of the country tended toward drawing him into the closest sympathy with them. His sympathy, in turn, led to an intelligent appreciation of the causes of their emotions and presently he found himself entering, heart and soul, into every mood of theirs. This regard of fellowmen was merely an extension of his instinctive love of nature: a love which was intensified by the knowledge that all those wondrously rare beauties belonged to his own country. His liking for the humble heather-bell found expression in a description of sunrise, where,

“On Ochil mountains fell the rays,
And as each purple top they kissed,
It gleamed a purple amethyst.”

He also had a strong attachment for the bleak hills around his home and deemed as fitting companions for his beloved Tweed those very “brown hills” which

So closely bind,
Scarce can the Tweed the passage find,
Though much he fret, and chafe and toil,
Till all his eddying currents boil.”

And his close association with them lit them up with a tender grace not visible to strange eyes. The picturesque mountains of Scotland appealed to his romantic nature and we can trace the effect of their silent eloquence upon him through his works. He loved every “naked crag” and every nook of native country. The ruins of old castles suggested to his fanciful imagination many a tale of love and adventure which found expression in books like “Waverly” and “Guy Mannering.” His ardent patriotism was displayed in his writings where ever an opportunity presented itself, but perhaps nowhere more earnestly than in “The Lay of the Last Minstrel” where he exclaims,

“Breathes there a man with soul so dead,
Who never to himself hath said,
‘This is my own, my native land,’
Whose heart hath ne’er within him burned,
As home his footsteps he hath turned,
From wandering on a foreign strand.

His enthusiastic loyalty to his country has never been surpassed, but it was not his patriotism alone that won for him so much fame and esteem. It was only natural that a character like Scott, a man refined by sorrow and suffering, who could still smile through adversity, should be loved. Life was always a serious problem with him, yet he continually sought for and always found the bright part of the overhanging clouds and, though the gleam of sunshine were ever so small, the prospect of a better day was sufficient to bring contentment to him. For Walter Scott was truly great. Not only great in renown, but great in that constant purity, so aptly described by Milton, which

“Casts a beam on the outward shape,
And turns it by degrees to the soul’s essence,
Till all be made immortal.”

And though history records many authors who have produced masterpieces, though the coming ages will continue to bring forth their talented writers, still, Walter Scott will ever be respected just as much for the pure life he led as he will be admired for the books he wrote. And when that great man did, finally,

"Glide down to the sea,
Of fathomless eternity"

amidst the peaceful scenes of his home, surrounded by his beloved hills and close to the noise of the friendly Tweed, the world mourned him in unison. And there was just cause, for it had lost a beautiful character, whose place could never be filled.



RULES GOVERNING THE ESSAY CONTEST.

[Adopted at a meeting of high school principals, at Missoula, Dec. 27, '07.]
Amended May 16, 1908.

1. All members of the graduating classes of the accredited high schools in the State of Montana, shall be eligible to compete for the medal.

2. The topic on which the essay shall be written, shall be selected by a committee of three consisting of the professor of English, the professor of literature, and the professor of history at the University. No essay shall exceed three thousand words.

3. Each high school may hold a preliminary contest, about April 1, for the purpose of selecting the best essay. The contest may be in charge of one of the teachers of English. The principal, the teacher in charge, and the student who writes the essay shall sign a statement that the essay is not plagiarized.

4. A type-written copy of the best essay in each preliminary contest, marked on the first page with some motto or pseudonym, shall, on or before April 15, be sent to the chairman of the committee at the University. The signed statement with regard to plagiarism shall be sent with the essay. All essays received by the committee shall be submitted to three judges, who shall be appointed by the president of the University. The judges, without knowing the names of the students who wrote the essays, or what schools are represented by them, shall rank and grade each essay, on the following basis: Logical development, 45 per cent; composition, 45 per cent; general impression, 10 per cent. The essay having the highest rank shall be declared the winning essay. In case there should be a tie in the ranking, the one having the highest grade (per centage) shall be declared the winning essay.

5. The name of the high school that wins the prize shall be announced at the time of the final school debate contest.

6. The prize essay with the name of the writer shall be printed in the annual bulletin for 1909-10, of the high school debating league.

[Amendment adopted by correspondence between the chairman of the committee at the University and the principals of the high schools.]

7. Students who finish their work at the end of the first semester of any year will be required to write their essays before the last day of the first semester. This special privilege is given, with the understanding that any principal who receives essays on these conditions will, under no circumstances, allow any changes to be made in the essays after they have been submitted to him, but will keep them in his possession until the date set for his preliminary contest (about April 1.). At this time he will select from all the essays submitted by his students (both the January and the June graduates) the best essay, which he will send to the University.



ELINOR PETERSON.

Member of the Graduating Class of the Red Lodge High School, June, 1909,
Winner of the Carter Essay Medal.

FORSYTH HIGH SCHOOL



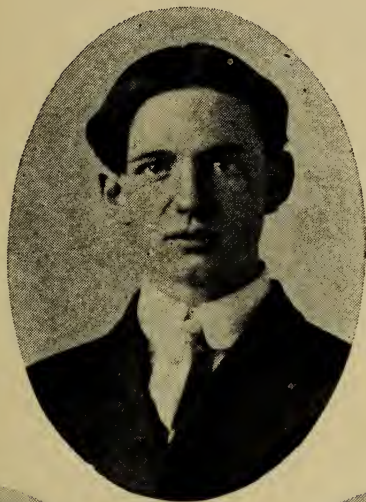
NEWTON GILLILAND.

MILDRED ECKELS.

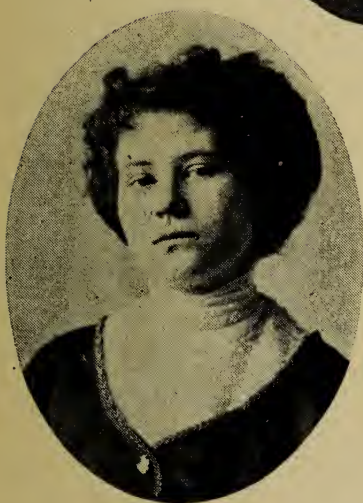
GENEVA MONTFORD.

State High School Champion Debating Team for the Year 1908-1909.

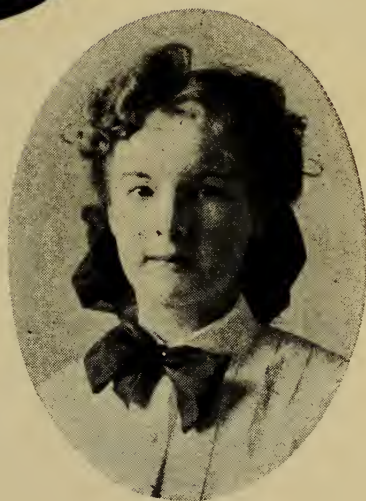
BOULDER HIGH SCHOOL



Ben Forbes.



Agatha Wolter.



Stella Tate.

CHAMPION TEAM OF THE WESTERN DISTRICT
for the year 1908-1909.

Winner of the Dixon Medal, the State High School Champion Debater,
for the year 1908-1909.



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1908/09

ETIN UNIVERSITY OF MONTANA

No. ¹⁴ 51 52

OCTOBER, 1908

OF THE
UNIVERSITY OF ILLINOIS

Montana High School Debating League

Press of
THE DAILY MISSOULIAN
MISSOULA, MONTANA



MONTANA HIGH SCHOOL DEBATING LEAGUE

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

ANNOUNCEMENTS FOR THE YEAR
1908-09

PREPARED BY
J. S. SNODDY
DEPARTMENT OF ENGLISH AND RHETORIC
UNIVERSITY OF MONTANA
MISSOULA

OFFICERS

FOR THE YEAR 1908-09

J. S. SNODDY, Missoula
President.

J. H. DOYLE, Columbus,
Director, Eastern District.

G. A. KETCHAM, Kallispell,
Director, Northern District.

E. J. PARKIN, Bozeman,
Director, Southern District.

B. E. TOAN, Boulder,
Director, Western District.

ACCREDITED STATE HIGH SCHOOLS

EASTERN DISTRICT.

SCHOOLS—

PRINCIPALS—

Billings	.	.	.	.	.	J. A. Dallas
Columbus	.	.	.	.	.	J. H. Doyle
Forsyth	.	.	.	.	.	Samuel See
Glendive	.	.	.	.	.	R. L. Hunt
Miles City	.	.	.	.	.	H. R. Wallis
Red Lodge	.	.	.	.	.	L. D. Fallis

NORTHERN DISTRICT.

Chinook	.	.	.	.	.	G. H. Willman
Chouteau	.	.	.	.	.	W. W. Jones
Fort Benton	.	.	.	.	.	J. W. Lenning
Great Falls	.	.	.	.	.	P. C. Emmons
Havre	.	.	.	.	.	J. T. Troy
Helena	.	.	.	.	.	A. J. Roberts
Kalispell	.	.	.	.	.	G. A. Ketcham
Townsend	.	.	.	.	.	J. M. Kay

SOUTHERN DISTRICT.

Big Timber	.	.	.	.	.	W. C. Ryan
Bozeman	.	.	.	.	.	E. J. Parkin
Butte	.	.	.	.	.	G. F. Downer
Lewistown	.	.	.	.	.	P. M. Silloway
Livingston	.	.	.	.	.	Lewis Terwilliger
Virginia City	.	.	.	.	.	F. R. McKenna

WESTERN DISTRICT.

Anaconda	.	.	.	.	.	A. B. Hickson
Boulder	.	.	.	.	.	B. E. Toan
Deer Lodge	.	.	.	.	.	Guy Allen
Dillon	.	.	.	.	.	L. R. Foote
Hamilton	.	.	.	.	.	D. S. Williams
Missoula	.	.	.	.	.	J. F. Thomas
Philipsburg	.	.	.	.	.	G. T. Bramble

CONSTITUTION AND BY-LAWS

Adopted by the High School Principals and City Superintendents, at
a Meeting at the University of Montana, May 17, 1906

Amended May 16, 1907, and May 14, 1908

PREAMBLE.

The object of this league is improvement in debate among the students in the high schools of the state of Montana.

ARTICLE I. NAME.

This organization shall be known as the Montana High School Debating League.

ARTICLE II. DEBATING DISTRICTS.

For convenience the state shall be divided into four debating districts, viz:

Eastern District: Billings, Columbus, Forsyth, Glendive, Miles City, Red Lodge.

Northern District: Chinook, Chouteau, Fort Benton, Great Falls, Havre, Helena, Kalispell, Townsend.

Southern District: Big Timber, Bozeman, Butte, Lewistown, Livingston, Virginia City.

Western District: Anaconda, Boulder, Deer Lodge, Dillon, Hamilton, Missoula, Philipsburg.

ARTICLE III. MEMBERSHIP.

Section 1. Any high school in Montana which has been accredited by the University of Montana may become a member of this league by applying to the president of the league, or to the director of the district in which the school is situated.

Section 2. All schools seeking admission for any particular year must join at least ten days before the first contest in the first series in their respective districts.

ARTICLE IV. CONTESTS.

Section 1. *District Contests.* The district contests, held by teams representing the several high schools within each district, shall occur between the first of October and the first of February. The team winning in the last series of these contests shall be the *district champion team*.

Section 2. *Inter-District Contests.* The inter-district contests, held by the several district champion teams, shall occur between the first of February and the first of April. The two teams winning in these contests shall be the two *inter-district champion teams*.

Section 3. *Final Contest.* The final contest, held by the two inter-district champion teams, shall occur between the fifteenth of April and the date set for the interscholastic meet, at the University of Montana (or at some other place in Missoula, selected by the president of the league).

ARTICLE V. OFFICERS.

Section 1. The officers of the league shall be a president and four district directors.

Section 2. There shall be in each district one director, who shall be the principal (or other representative) of one of the league high schools in that district.

It shall be the duty of the director—

(a) To preside at the call meetings of the principals (or other representatives) of the league high schools in his district.

(b) To co-operate with the principals (or other representatives) of the league high schools in his district, in pairing the schools, and in making other arrangements for the several series of district contests, on the basis of convenience and expense. If in any series of the district contests any two schools that are paired by the director should fail to agree upon sides within one week after the preceding series of contests, the director shall appoint some one to determine sides by casting lots.

(c) To furnish the president all necessary information with regard to all the workings of the league within his district, and to report from time to time to the *Inter-Mountain Educator* any news items that may be of interest to the league.

Section 3. The president shall be a member of the faculty of the University of Montana.

It shall be the duty of the president—

(a) To preside at the annual meeting, and at the final contest, and, when necessary, to call meetings of directors.

(b) To co-operate with the principals of the four schools represented by the district champion teams in pairing these teams, and in making other arrangements for the inter-district contests, on the basis of convenience and expense. If, in the pairing of these teams for the inter-district contests, the principals of any two schools should not agree upon sides within one week after their schools have been paired, the president shall appoint some one to determine sides by casting lots.

(c) To co-operate with the principals of the two schools that are to be represented in the final contest in making arrangements for that contest. If the principals of these two schools should not agree upon sides within one week after the last inter-district contest the president shall appoint some one to determine sides by casting lots.

(d) To prepare and have printed each year, before October 1st (at the expense of the university) a bulletin containing the latest revision of the constitution and by-laws, the names and addresses of the officers, the list of names of the high schools belonging to the league, and such other matter as, in his judgment, may be helpful to the members of the league.

ARTICLE VI. THE DEBATERS.

Section 1. The debaters shall be undergraduate students of the schools which they represent, and shall have passing grades to date in all subjects that they are taking at the time of the contest.

Section 2. The team that shall represent any league high school shall be selected by that school in any manner agreed upon by the principal, teachers, and students of that school.

Section 3. At all contests the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress.

Section 4. At all contests the time and order of the speeches shall be as follows:

1st speaker, affirmative, 12 minutes (introduction and direct argument).

1st speaker, negative, 12 minutes (direct argument and refutation).

2nd speaker, affirmative, 12 minutes (direct argument and refutation).

2nd speaker, negative, 12 minutes (direct argument and refutation).

3d speaker, affirmative, 12 minutes (direct argument and refutation).

1st speaker, negative (or one of his colleagues), 5 min. (rebuttal and summary).

1st speaker, affirmative (or one of his colleagues), 5 min. (rebuttal and summary).

No new argument allowed in either of the last two speeches.

ARTICLE VII. THE JUDGES.

Section 1. At each contest there shall be three judges, who shall be selected on the basis of capability and impartiality.

Section 2. Selection of judges—

(a) *District and Inter-District Contests.* After any two schools shall have been paired, the principals of the two schools shall, at their earliest convenience, agree which school is to entertain. The principal representing the visiting team shall immediately submit to the principal of the entertaining school a list of ten names of people whom he recommends as judges. The principal, who is to entertain, shall, within three days after receiving the list, if he accepts any of the names, arrange the names accepted, in the order of his choice, and send them to the principal of the visiting school. If the principal who is to entertain does not accept as many as six names he shall, in turn, at the time he sends the names that he accepts, submit a new list of ten names to the principal of the visiting school, who shall, if he accepts any of them, arrange the accepted names, in the order of his choice, as additional names to those already agreed upon. This shall be kept up until six names shall have been selected; three for judges and three for alternates.

(b) *Final Contest.* Immediately after the two inter-district championships shall have been won, the committee representing the University shall submit to each of the principals of the two schools, a list of thirty names. Each principal shall be allowed to cross out as many as ten names, and shall, within three days, return the list to the committee. The committee shall then select from the names remaining on the list, three to serve as judges in the contest for the cup. The remaining names shall be alternates.

Section 3. Instructions—

(a) During the debate the judges shall sit apart from one another.

(b) They shall base their decision on the merits of the debate, not on the merits of the question; and shall mark the merits of the debate on the following basis: Argument, 70 per cent; team-work, 20 per cent; delivery, 10 per cent.

(c) Each judge at the conclusion of the contest, without consultation with any other judge, shall write on a card the word "affirmative" or "negative," seal it in an envelope, and deliver it to the presiding officer, who shall open the envelope in sight of the two leaders and then announce to the audience the decision.

ARTICLE VIII. MEETINGS AND ELECTIONS.

Section 1. The directors in the several districts shall, at any time they deem it necessary, call meetings of the principals (or other representatives) of the league high schools in their respective districts.

Section 2. The annual meeting shall be held at the university at the time of the inter-scholastic meet. At this meeting the president and directors shall be elected, each for a period of one year. Each league high school shall be entitled to only one vote. In the election of the president each league high school may vote; but in the election of the directors each school shall vote for only one director—a director for its own district. In case no director for any particular district should be elected at this meeting, the president shall appoint one.

ARTICLE IX. EXPENSES.

Section 1. At the district and inter-district contests the entertaining high school shall pay—

(a) The expenses of the judges.

(b) The hotel bills and railway mileage of the visiting teams (the three debaters).

If, however, the two teams taking part in the contest, should find it more convenient or less expensive to meet at some half-way point, the two schools which are represented by these teams shall share proportionally the expense, or make some special arrangements for defraying the expenses for that particular debate.

Section 2. At the final contest, the university shall pay—

- (a) The expenses of the judges.
- (b) The hotel bills of the two teams.
- (c) The railway mileage of the two teams; provided that a sufficient amount of the entertainment fund of the final contest should remain after paying the expenses of the entertainment, and the incidental expenses incurred by the president during the year.

ARTICLE X. PRIZES.

1. The University of Montana gives a souvenir cup to the high school whose team wins at the final contest. The high school winning the cup shall hold it until the time set for the next regular final contest, at which time the cup shall be returned to the university, so that it can be given to the high school that next wins the state championship. Any school winning the cup three times, or twice in succession, shall become the permanent owner of it.

2. Senator Joseph M. Dixon gives annually, a gold medal to the best debater at the final contest.

3. Judge Hiram Knowles will give, for the year 1908-1909, a set of books to each of the three debaters of the winning team at the final contest.

ARTICLE XI. AMENDMENTS.

This constitution and by-laws may be amended at any annual meeting by a majority of the league high schools present. But no school shall have more than one vote.

BY-LAWS

1. Before the publication of the bulletin it shall be the duty of the directors to co-operate with the president in selecting a question for debate which shall be used at the inter-district contests and at the final contest for the ensuing year. The question, together with references and other suggestions that may be offered by the president, shall be printed in the bulletin.

2. After any series of debates is concluded, the statement of the question for debate may be changed with the consent of all teams concerned. But the team desiring the change must restate the question and secure the consent of the other teams.

3. It shall be considered dishonorable for one school to visit the debates of another school when these two schools are likely to meet on the same question.

4. It shall be considered dishonorable for any debater, in any manner, to plagiarize his speech.

5. It shall be considered dishonorable for any teacher or principal to assist debaters in any way except to direct them in the search for material and to train them in effective delivery.

QUESTION FOR DEBATE

FOR THE YEAR 1908-09

Resolved, That the United States should maintain an offensive as well as a defensive navy.

[Note.—The point at issue in this question is tersely expressed by Mr. Victor H. Metcalf, Secretary of the Navy, in a letter to the president of the high school debating league, dated September 18, 1908. The point at issue he says, is: "Shall the United States build and maintain an offensive-defensive navy, or shall a defensive navy only be provided for?"]

Our two greater American political parties, at the present time, practically concede that we should maintain a defensive navy.

Extract from the republican platform, adopted at Chicago, June 18, 1908:

THE ARMY AND NAVY.

The Sixtieth congress passed many commendable acts increasing the efficiency of the army and navy; making the militia of the states an integral part of the national question; joint maneuvers of army and militia; fortifying new naval bases and completing the construction of coaling stations; instituting a nurse corps for naval hospitals and ships and recommending two new battleships, ten torpedo boat destroyers, three steam colliers and eight submarines to the strength of the navy. Although at peace with the world and secure in the consciousness that the American people do not desire and will not provoke a war with any country, we nevertheless declare our unalterable devotion to a policy that will keep this republic ready at all times to defend her traditional doctrines and assure her appropriate part in protecting permanent tranquility among the nations.

Extract from the democratic platform, adopted at Denver, July 9, 1908:

THE NAVY.

"The constitutional provision that a navy shall be provided and maintained means an adequate navy, and we believe that the interests of this country would be best served by having a navy sufficient to defend the coasts of this country and protect American citizens wherever their rights may be in jeopardy."

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DISTRICT CONTESTS

In order that the students, who are defeated in the first series of debates may have an opportunity to practice debating, the following scheme for pairing teams has been adopted for the year 1908-09:

Contests for the Cup and Other Prizes.

Contests for Honorable Mention.

FIRST SERIES, BETWEEN OCT. 1 AND DEC. 1.

- (1) A high school vs. B high school.
- (2) C high school vs. D high school.
- (3) E high school vs. F high school.
- (4) G high school vs. H high school.

SECOND SERIES, BETWEEN DEC. 1 AND JAN. 1. ||

- (5) winner in (1) vs. winner in (2).
- (6) winner in (3) vs. winner in (4).

- (5*) loser in (1) vs. loser in (2).
- (6*) loser in (3) vs. loser in (4).

THIRD SERIES, BETWEEN JAN. 1 AND FEB. 1.

- (7) winner in (5) vs. winner in (6).

- (7*) winner in (5*) vs. winner in (6*).
- (8*) loser in (5) vs. loser in (6).

BETWEEN FEB. 1 AND MCH. 1.

- (9*) winner in (7*) vs. winner in (8*).

The winner in (7) shall be the **regular district champion team**, and shall be entitled to be pitted against one of the other regular district champion teams, in the **regular inter-district contests**, and if successful in the inter-district contest, shall be entitled to take part in the **regular final contest** at Missoula.

The winner in (9*) shall be the **district champion team of honorable mention**, and shall be entitled to be pitted against a similar team in one of the other districts, and if successful, shall be entitled to take part in a **special final contest**, to be held at Missoula or at any other place agreed upon by the president of the league and the principals of the two schools represented in the special contest.

|| In the second series, winner in (1) may, at the discretion of the director, be pitted against winner in (3) or winner in (4); and loser in (1) against loser in (3) or loser in (4)—whichever happens to be the most convenient for the schools concerned—the matter to be decided by the director as soon as possible after the first series of contests. Similar changes may be made by the director for the district contests that come after the second series. In following this plan some schools will necessarily have to be declared winners by default.

RESULTS OF THE DEBATES IN 1907-08

WESTERN DISTRICT.

First Series:

- Missoula (aff.) won over Philipsburg (neg.), Dec. 13.
- Boulder (neg.) won over Hamilton (aff.), Jan. 18.

Second Series:

- Missoula (aff.) won over Boulder (neg.), Feb. 28.
- Missoula the champion for the Western District.

NORTHERN DISTRICT.

First Series:

- Townsend (neg.) won over Helena (aff.), Dec. 20.
- Great Falls (aff.) won over Kalispell (neg.), Jan. 10.

Second Series:

- Townsend (neg.) won over Great Falls (aff.), Jan. 31.
- Townsend the champion for the Northern District.

EASTERN DISTRICT.

First Series:

- Columbus (aff.) won over Red Lodge (neg.), Nov. 29.
- Billings (neg.) won over Forsyth (aff.), Dec. 20.

Second Series:

- Columbus (aff.) won over Billings (neg.), Mch. 21.
- Columbus the champion for the Eastern District.

SOUTHERN DISTRICT.

- Livingston (neg.) won over Bozeman (aff.), Feb. 17.
- Livingston the champion for the Southern District.

INTER-DISTRICT CONTESTS.

- Missoula (aff.) won over Townsend (neg.), Mch. 27.
- Columbus (aff.) won over Livingston (neg.), Apr. 18.

FINAL CONTEST.

- Missoula (aff.), won over Columbus (neg.) May 11.

SPEECHES OF THE WINNING TEAM

AT THE FINAL CONTEST, MAY 11, 1908

FIRST AFFIRMATIVE—FLORENCE MATTHEWS.

The question for debate this evening is: "Resolved, That boards of arbitration with compulsory power, should be established to settle disputes between labor and capital."

I, as the first affirmative, shall state the line of action which my colleagues and I will follow:

We will prove—

First. That there is need of government intervention.

Second. That compulsory arbitration is the best way in which the government may intervene.

Third. That so far as it is possible to judge it will be successful.

In the time allotted to me I will endeavor to prove that the public peace and welfare of this country demand intervention of law in settling the disturbance between labor and capital.

All institutions in this, or any other country, approach perfection through development and evolution. For this reason, as well as from the statement of the question, it is not incumbent upon the affirmative to give a complete analysis of the system. I shall, however, give an outline, which would serve as a working basis.

There shall be a board in every state consisting of three members, one appointed by the Governor from the nominees of the employers, and one from the nominees of the employees; the third shall be the Chief Justice of the Supreme Court. Then there shall be a national board for the settling of interstate disputes, appointed by the President in the same manner as the state boards. These boards should have the power to compel the presence of all the books, papers, and witnesses needed to make clear any point. We strongly advocate the public exposition of every case. Provisions should be made for all the details of the proceedings to be calculated throughout the country, by means of the papers. This would be an extra incentive for the court to deal carefully with the workings of the law.

Prof. Frank Parsons, Dean of the Boston Law School, in an article on compulsory arbitration in the *Arena*, says: "It is the duty of the government, through the labor court after careful investigation, to set a fair wage that which the business will allow, so that labor may not be degraded to sell itself for the mere duress of necessity." The court sets the minimum wage, below which, the employer is not allowed to go. This done, there is no need for further interference with personal contract. If the men see fit to quit work, they may go where they will. The law we advocate will protect the men who fill their vacant places in the right to work.

Our constitution promises to "insure domestic tranquility," and "promote the general welfare." On the principle that the public good is the highest good, all manner of laws have been established, not one of which but restricts some one's liberty, in order that greater liberty may be diffused. The quarantine and pure-food laws protect the public health. There are strictly enforced laws in regard to keeping the public peace.

Prof. Parsons says: "Common sense demands the application to industrial disputes of the same principle that applies to other disputes." He gives for an example: "If A and B fight in the street, they are punished by law for public disturbance. They are told that courts are established on purpose to do justice between them and if they cannot agree they may appeal to the

courts, but they must not resort to combat." Why should a corporation and its employees be allowed to fight out their quarrels in the street, to the disturbance of the public peace, the destruction of life and property and the annihilation of justice? Every reason that applies in the former case for putting decision by reason in place of decision by force applies in the latter case with double power.

To prove that there is cause for intervention by law, I have only to cite you to the record of past years. In 19 years, from 1881 to 1900, statistics show that there have been in the United States 22,793 strikes, involving 117,509 establishments, and throwing 6,105,694 employees out of work. The loss to the employers was \$122,000,000, and the loss of wages to the employees was \$257,000,000. To say nothing of the suffering caused by the suspension of work. Then, too, this does not include the enormous loss to the public, as there is no way of ascertaining it.

Another example is that of the great railroad strike in Pennsylvania. The damage done to private property, by the mob, in this strike, amounted to \$5,000,000. Half of which had to be paid by the county of Alleghany, or in other words, the taxpayers of the county. My authority for this is Prof. F. Parsons.

Besides the continual smaller strikes, we have had the battles of Pullman, Hazleton, Homestead, and Cripple Creek, the massacres of policemen, in Haymarket Square, during the eight-hour strike in Chicago, and of the coal miners at Latimer. In the street-car strikes at Cleveland, St. Louis, Albany, and other places, we have had riots bloodier than many South African encounters.

The question to be settled this evening is: Shall this brutal warfare of strikes be allowed to go on and on, or shall we courageously venture to place the control of law and order over a field where now reigns only chaos?

We have received our due share of peace from the hard struggles of the past. The early colonists met the mighty questions of their day, and left us this beloved country. Our grandfathers and great-grandfathers settled questions as perplexing to them in their day as that of capital and labor is to us today. In the words of Senator Carter, spoken in Missoula last Labor Day:

"It falls to our lot to banish forever from this fair land destructive industrial warfare by providing for the settlement of disputed labor questions, in an orderly manner, according to equity and justice. The future peace, unity, and prosperity of our beloved country is involved in the timely, just, and effective settlement of this great question." Senator Carter says "The system rests upon two broad facts: First, that decision by reason is better than decision by force, and, second, that there are three parties in interest, in every industrial dispute, labor, capital, and the public, and as the public always wants arbitration, if either of the other two desire it also, there is a majority, of two to one, in favor of a peaceful settlement.

The law does not take away any of the rights of the working man. Personal freedom is expressed by the working man of today as the "right to work." This right the laborer will still continue to have under the law. A man's right to his body, his hands, to earn a living for himself and family, is a right which none may deny.

While upholding the union man's right to quit work, we, no less arduously support the right of his fellow man and co-laborer, the non-union man. He, too, has a right to his body, his hands, to earn a living for himself and family. When and wherever he sees fit to work, the law we advocate will protect him in this right. In the brutal warfare of today, Might only is Right.

In an article on "Personal Liberty and Labor Strikes," in the North American Review, the Most Reverend John Ireland, archbishop of St. Paul, says: "A man's right to work is one of the most intimate rights of his being. It is the right to the exercise of his bodily and mental faculties. It is more, it is the right to his life, which depends for sustenance, on the fruits of his labor." He further argues: "If some workmen think it better to continue working on the same terms as before, what right have the others to force

them into the strike by threats, insults, and bad usage? Are they not free agents in their own affairs to act as they think best? This is an unjust claim, an offense against the liberty of the subject, and deserves the utmost rigor of the law."

The union man's claim is, that as a matter of warfare, they have the right to interfere with the non-union man's right, but we know that no one but the government has the right to declare war, but in the absence of the law the unions have grown to be a law unto themselves, for it is only deterring the non-union men from filling the place of the strikers, that the strikes can fulfill their mission.

Protect the non-union men in their inherent right to work, and the strike of necessity, becomes extinct. That is precisely what the law we advocate will accomplish.

Public sentiment only sustains the strike with its disturbing terrorisms, because there is no court instituted for the settling of their claims. If a court of justice, on the analogy of other courts of law were instituted for the settlement of the claims of capital and labor, public sentiment would be a great enforcer of the law.

W. W. Willoughby, Associate Professor of Political Science at John Hopkins University, says: "Public opinion is the strongest enforcer of law we have." He states: "There is every reason to believe that the mere fact that the merits of a controversy between laborers and their employers, have once been investigated and passed upon by a body of men whose public standing vouches for their ability and impartiality, will of itself, so greatly control public opinion as to make its influence sufficiently great as to compel in very many cases an acceptance by the parties concerned of the decisions rendered."

John Bates Clark, Professor of Political Economy in Columbia University, says: "Only the attitude of the people now prevents officials from enforcing the law which protects independent laborers, and if that attitude were reversed, the law would certainly be enforced. The attitude of the people would almost certainly be reversed, if it were clear to them that the strikers had the option of working under perfectly fair conditions, and had refused to do so."

SECOND SPEAKER—GEORGE P. STONE.

My colleague has shown you the need of a peaceful method of settling strikes for the sake of the contestants and she has really already proved the need of a remedy; I will, nevertheless, go farther and show that while labor and capital are the only direct contestants in these struggles that there is a third party to every dispute between the laboring man and his employer, a party which is much more vitally interested than either of the others, one whose very life and liberty depends upon the peaceful settlement of the strike, this party is the consuming public.

By the public I mean all persons not contestants in the direct sense of the word; that is, all persons neither trade-unionists nor persons employing them. Although, according to the census of 1900, this party outnumbers labor and capital combined by 68,000,000 people, it apparently dares not lift its finger in self-defense. The public does not seem to realize that the corporations and the labor unions are its servants and should work for the public good; it does not permit its domestic servants to bulldoze it but it accepts all manner of indignities from its other servants, the corporations and the labor unions.

Every strike affects the public; it is the party which bears the burden of these struggles, for it is the party which pays for them. Even the great anthracite coal strike of 1902-3, which is frequently cited as an example to show that no remedy is necessary, cost the public an inestimable sum of money and caused terrible suffering among the poorer classes. Speaking of

this particular strike, Ray Stannard Baker, who is perhaps the greatest authority on these questions whom we have in the world today, says, in an article in McClure's Magazine for September, 1903: "The great public has already had by far the worst of the labor dispute; it puts down its hand into its pocket to pay for a settlement in the anthracite coal fields; is paying today; will pay tomorrow." Such examples as this clearly show what is the result when the settlement is left to the disputants. We have given labor and capital opportunities enough to settle their own disputes peacefully and they have let them go. There is now nothing left for them but settlement by proper legislation.

Now, then, that it is evident that some legislative action is necessary the question is: What direction shall this action take? History and the experience of the present show that something is needed to settle rather than to attempt to prevent the dispute, for so long as the laboring man looks upon his employer as a pitiless ogre who is merely trying to squeeze as much labor out of him for as little pay as possible, and as long as the capitalist regards his men as mere machines without a human mind or soul, whom he must continually be fighting and oppressing in order to make them work, both will be dissatisfied and disputes will be inevitable. The prevention of disputes is a task for time and the gradual enlightening of the human race to accomplish, what we need now is something to settle them.

There is but one method of settling any kind of a dispute peaceably in which both sides maintain an equal footing. This system is arbitration. There are, however, two kinds of arbitration—Voluntary and compulsory. Voluntary arbitration is a failure in that it does not take human nature into consideration. It provides for a peaceful private settlement of the dispute, but in case of failure of such a settlement gives the contestants no alternative save a settlement by force, and it is but natural that in cases of great import private settlement should fail and the result is riot and bloodshed. It is for these cases that compulsory arbitration provides. It gives the contestants the right to make a peaceful private settlement, but in case of failure of such a settlement it provides for a public trial of the dispute by a disinterested board, composed equally of representatives of the two parties, and presided over by the Chief Justice of the Supreme Court. All modern courts are merely boards of arbitration with compulsory power. We do not permit private individuals to settle their disputes by force when private settlement fails. Voluntary arbitration in civil life would be a farce and if properly looked at is equally ridiculous in the industrial world.

There are people who believe that all men's differences should be settled by voluntary arbitration. This is the beautiful theory of anarchy, and voluntary arbitration will be able to take the place of compulsory arbitration when anarchy takes the place of law and order. The same thing that demands the law demands the mode of settlement which we are advocating—man's imperfections.

The fact that it is called compulsory arbitration seems to have prejudiced some people against it. The name gives the idea that it means the forcing of men to work and to arbitrate against their wills, but it does not. No man is forced either to work or to arbitrate. The law merely compels the man who is unwilling to do so to refrain from violence and to respect the rights of his fellow-laborers and employers. Speaking of the use of this name, Henry Demorest Lloyd, a prominent authority on arbitration, says: "Compulsory arbitration courts are no more compulsory than ordinary courts of law. Compulsory arbitration means only arbitration by law. If we always say compulsory arbitration we ought also always to say compulsory taxation, compulsory sanitation, compulsory charities. In Boston or New York or Chicago, where public baths are maintained at the expense of the city treasury, the taxpayers of the city wash each other's feet by compulsion. Compulsory arbitration adopted by a majority, after public discussion, is voluntary arbitration.

The forcing of bodies of men to settle their disputes peaceably is no more of an enforcement upon their personal liberties than the forcing them to keep the peace as private individuals. It is rather one of the restrictions which civilized society places upon its members in all phases of their existence in order that it and they may live.

According to a strict interpretation of the question, "Resolved, That boards of arbitration ought to be established," the affirmative has already proved the question, for we have shown:

First—That existing conditions demand some remedy.

Second—That they can be remedied not by executive, but by legislative action only.

Third—That this action must settle rather than attempt to prevent the dispute.

Fourth—That there is only one just way of settling any kind of a dispute peaceably, namely, arbitration.

Fifth—That of the two kinds of arbitration, voluntary and compulsory, compulsory is the only practical one, and hence the one to be adopted.

We will, however, make our argument doubly sure by proving that so far as it is possible to judge, before it has been given a fair trial, it will be successful; not that it will be ideal, however, for we do not claim that compulsory arbitration will entirely solve this greatest of all social questions; that it will bring the laboring man and his employer together, and that it will end the age-long war between the house of the million and the house of the millionaire, but we do claim that it is infinitely better than the present system of bloodshed, and that until the human race has reached that stage in its development where arbitration becomes no longer necessary, that, as the question states, boards of arbitration with compulsory power should be established to settle disputes between labor and capital.

THIRD SPEAKER—EDWARD BARKER.

The final and logical step in the development of the direct argument of the affirmative is taken when it is proved that an adjustment of the differences between labor and capital by compulsory arbitration will, so far as it is possible to judge, prove sound in practice.

Before making this proof it is well to analyze the industrial condition in the United States as well as the spirit of the age. If the conditions in the industrial world are such that a settlement of disputes between labor and capital is impossible by intervention of government, then we must turn our attention to another mode of settlement; if the spirit of the age is adverse to a peaceful settlement we should no longer give such a mode of settlement any consideration. Before our opponents can refute our argument they must prove one of these two things.

We may sum up for our opponents the conditions in the industrial world in a few words by saying that there are two great actors on the stage of industry; namely, labor and capital—labor made up of powerful unions; capital made up of enormous corporations. Labor is constantly endeavoring to increase the pay and decrease the number of hours of work; capital is constantly endeavoring to decrease the pay and increase the number of hours of service.

We gain a fair knowledge of the spirit of the age when it is said that we are living in an age of sweeping reforms. In large measure the people of this age are drawing away from precedents and learning to govern themselves by common sense. The last presidential administration has witnessed an attack on those so-called great corporations, and these efforts have been crowned with success to a large extent. It is more than probable, therefore, that our opponents will not attempt to show that the spirit of the age is adverse to that mode of settlement which we, the affirmative, are holding.

I shall prove that this mode of settlement rests on sound principles; and, when the argument of the affirmative shall have thus been completed, it will stand as a proof which our opponents cannot destroy; neither am I making this statement without good reason. In the first place, to say that a proposed reform, although it rests on sound principles, will be a failure in a certain country in which it has never been tested is a vain statement and illogical in the extreme. Let me illustrate this: A republican form of government has proved an utter failure in the Central American states; but does this in any way signify that such form of government is doomed to a failure in other countries, such as England, for example? In the second place, our government has never made a trial of a settlement by authoritative arbitration; and for this very reason our opponents would find it an extremely difficult task to show that this kind of settlement would prove a failure, even if the affirmative took no further step to show that a settlement by authoritative arbitration was based on sound principles. But the affirmative is going to take this step; and, since our opponents cannot refute the proposition that has just been given, their only hope lies in successfully disputing this last step. Indeed, if the negative wishes to attack the vital part of the question, they must confine themselves to this phase of the subject.

It is possible for any one arguing from the negative standpoint of this question to build up a plausible proof on technicalities. But such an argument is not worth the time it takes to refute; and, moreover, during this day and age, if we wish to make any progress we cannot adjust ourselves to the small technicalities, but the technicalities must adjust themselves to our needs.

To some it may seem a mystery that the American public has tolerated to the extent it has that condition of anarchy in this country as a result of labor and capital being constantly engaged in quarreling. But, if we stop to consider that the public is tolerating this state of anarchy through fear of injuring honest laborers who are making demands nothing more than just, such action loses all its mystery. Indeed, one of the strongest points that we can produce on the affirmative side of this question springs from this very circumstance. When the boards of authoritative arbitration are established and the public is assured that labor is getting a square deal, it will no longer fear for the rights of honest working men, and woe unto that corporation or that body of laborers that dares defy the law, when the public has come to know that justice is being done.

The composition of the tribunals of authoritative arbitration has already been explained; and as no rational person is going to question the fairness of such tribunals, it is next in order to consider some of those so-called difficulties which will beset these boards in the discharge of their duties. The boards must, of course, be careful not to abridge the rights of freemen which are possessed by the employee, nor those granted by law or inherent in justice, which the employer enjoys. But this very thing, a seeming difficulty will secure the public its rights while preserving those of both employer and employee and yet insisting on the obligations of both.

While the workings and methods of procedure of these boards is largely a matter of legislative detail, there are three general questions which may arise concerning them:

1. What will be the nature of the authority of these boards?
2. How shall their decision be enforced?
3. What guides will they have to aid them in making a decision?

In answer to the first question I say that the boards will be dealing in most cases with corporations as far as employers are concerned. These corporations are the creatures of the state and are, therefore, certainly subject to the control of the state. The labor unions while not dependent on the state for the right of organization are, nevertheless, in a great majority of cases made up of citizens of the state and are, therefore, subject to the jurisdiction of the state. Thus the authority of these boards will not differ materially from that of our present law courts.

I shall now take up the second question: How will the decision of the boards be enforced? At first thought this question may seem hard to answer. Some one says: "How are the great corporations to be brought into submission?" Another says: "How is a body of union men to be punished if they do not comply with the law?"

In answer to the first of these two questions I say that no great difficulty will be experienced in punishing offending corporations. The American people have awakened to the fact that the corporations are not invulnerable. This is clearly shown by the turn affairs have taken in recent years. In answer to the second question I would point out the cases of strikers who violate the injunctions of our civil courts. They are compelled to pay the penalty the same as any other man. And this is as it should be, for our very government is founded on the principle of respect for the law and obedience to the decrees of our courts. And when we consider that this condition exists, even when public sentiment is divided and in doubt, and when we remember that these boards will have that same compulsory power, who can believe that the decisions of these boards will not be enforced?

In answer to the third question: What guides will these boards have to aid them in making a decision? I say these boards will have the right to summon experts who can in any way aid them in making a decision. They will take testimony and procure other data concerning the labor and skill required to perform a given service, the cost of the materials and repairs to the employer, the profits of the average employer in a given business, the general cost of living, and other evidence relating either to the employer or the employee. The boards will be aided to some extent also by the fact that deep acting influences at this time cause the wage scale to hover somewhere near the true standard.

The men on these boards will give up a great part of their time to this work and will, therefore, become better acquainted with the subject than any of their fellow citizens. For this reason they will be better qualified to determine upon a just wage scale than any one else; and at least they can arrive at a scale that is as just as can be made by human beings. And it may be asked whether or not a just wage scale is more apt to be discovered by a mob than by a body of men who are guided by reason and who go to the very depths of the question.

We have now shown the principles on which this system rests and as far as any man can judge these principles are perfectly sound. And what are the benefits to be derived from such a mode of settlement? There will be no more riots or acts of violence on the part of hot-headed demagogues; no employment of Pinkerton detectives to obscure the real issue and render impartial judgment impossible; boycotts if they do not disappear entirely will lose their awful and insidious power. The boards will not yield to the cries of the demagogues to punish the corporations merely because they say so; neither will the boards deny justice to the laborers because some of their claims may be unfair. However, it would be a vain assertion to say that these boards will bring perfect peace and quiet. Such a statement would be foolish because no such perfect institution has ever yet existed, but the good these tribunals will accomplish certainly justifies their creation.

PRIZE ESSAY FOR 1907-08

"WASHINGTON IRVING."

By Winifred Romney.

Examining the annals of past ages, we find a marked similarity in their literary history. In the dim perspective of a nation's origin, a few mediocre writers appear. Finally comes a brave, earnest man, a master mind, as Homer or Shakespeare, who gives a readier and fuller utterance to the inner life of the people, shedding the bright light of his genius over their comparative obscurity, and laying the foundation of a national literature. Such a genius was Washington Irving.

Previous to his advent there had been no real literature in America. All that might be classed under that head, was of a theological, political, or controversial nature, written by such men as Jonathan Edwards, Benjamin Franklin and Thomas Jefferson. This lack of real literature is not accounted for entirely by newness of country, but largely by the stern, Puritanical influence, and by the strife for political freedom. Yet in striking contrast with the austerity of the age arose Irving, the first exemplar of literature in its truest sense.

Irving's appearance and manner were most prepossessing. He was of medium height, with a slight tendency towards obesity. He had a high, broad forehead, straight nose, gray eyes, dark hair, small mouth, and an expression that plainly revealed his lofty character and sweet and kind disposition.

There is a marked resemblance between Irving and his humorously portrayed character, Rip Van Winkle. Irving possessed the same aversion to work, and the same disposition to wander as did the "child of his fancy." The same kindly spirit pervaded his nature as is found in the gentle bosom of Rip Van Winkle.

He possessed traits that form a desirable character, and reflect an amiable disposition. His kindness is always referred to by his many biographers. It is said that he had no enemies; not because he was devoid of a will, or of individuality, but because his kindness of disposition made him considerate of others, and deferential to their wishes. This trait is best shown by the following anecdote: He was gathering material for a history of Mexico, a work he had long anticipated, and one for which he was peculiarly adapted; but, hearing that Prescott, a rising young author, was also contemplating a history on the same subject, he voluntarily relinquished his long cherished intentions, in order that the younger author should not be compelled to cope with a writer of his long standing reputation.

Another trait of Irving's character was his generous sympathy. No one ever appealed to Irving for sympathy in vain. His sensitive disposition was always touched by the least suggestion of pain or sorrow, and, prompted by his kindness of heart, he quickly responded to the entreaties of all who were seeking alleviation from care or distress.

His temperament was that of a poet—romantic, emotional and imaginative. This romance of disposition cast a glamour of rose tinted light over the sterner and more practical aspects of life, thus making the world seem sweeter to him or less cruel. An anecdote which portrays his romance of disposition, and his distaste for practical affairs, is told of his second visit to England: He arrived in Liverpool a few days subsequent to the battle of Waterloo. All England was rejoicing that she had been delivered from the hands of Napoleon. Irving, however, was so filled with regret because a certain tomb had been destroyed in the struggle, that he had no disposition to rejoice over the signal victory England had just won, and of which she was so proud.

Irving was primarily a dreamer. In his wanderings among old ruins, or

places of poetical or historical interest, his vivid imagination would conjure up some romantic picture of the past glory of some romantic old pile or castle; and in his imagination he would again people it with the inhabitants of a by-gone age. Perhaps his happiest moments were spent in that historic old pile, the Alhambra, dreaming away the sunny days in delightful indolence, and clothing the surrounding objects in the golden garb of poetry.

Gaiety of nature was one of his most attractive traits. He possessed none of the cynicism which characterizes some of our authors, or the pessimistic views of life which characterize others; but was ever optimistic and contented, gratefully accepting what the gods gave, and duly appreciating the gifts with which kind Providence had endowed him.

From early youth Irving possessed a certain roving propensity. In boyhood he whiled away many happy hours in roving among the Catskill mountains, or in wandering up and down the banks of the Hudson. In later years he traveled extensively in foreign countries, making pilgrimages to the shrines of different authors, and visiting various places of interest.

Irving had a boundless capacity for friendship. From boyhood he had enjoyed mingling with society, and had won many friends by his charming personality and brilliant conversational powers, which were enhanced by his quiet and half concealed but ever present humor. Although he numbered among his friends noted personages, as Scott, Allston, Moore and Mrs. Siddons, yet he did not esteem them more highly than those of the lowly walks of life.

Irving was modest and unassuming. The fame and glory he won by his excellent writings never elated him. In public he was lionized too much for his own comfort and peace of mind. When the success of his first few books was so general, he wrote home to some friends: "I feel almost appalled by such success, and fearful lest it cannot be real or is not merited, or that I shall not act up to the expectations that may be formed." Modesty also prohibited him from ever using his L. L. D. degree conferred upon him by Oxford.

Irving was an intense patriot. Though absent so many years from his native land, and subjected to so many vicissitudes, which might lead one to forget his country and friends, yet he ever longed for the time when he might return to his loved America. His patriotism is beautifully portrayed by this story: He was offered a large salary if he would write for the London Quarterly, but he refused to do so, his excuse being that the Quarterly was hostile to his country. This refusal also revealed his courage and strength of character.

From politics Irving always held aloof. They were naturally distasteful to him for two reasons: First, because he possessed a poetical temperament, and anything savoring so much of practicality was distasteful to him; secondly, because his nature abhorred petty meannesses, and as politics were more or less corrupt at that time, his better self revolted against intrigues of the politicians. Time and again he refused political preferment. He refused the mayoralty of New York. He also refused to represent New York in congress, and the secretaryship of the navy—all vastly remunerative offices. It was with the utmost reluctance that he accepted the position of minister to Spain, and his nephew tells an amusing little tale relating to his acceptance: "It is hard, very hard," he half murmured to himself, half to me, yet he added whimsically enough, being struck with the seeming absurdity of such a view, "I must try to bear it. God tempers the wind to the shorn lamb."

To know Irving the man is to know Irving the writer, for his works are but a reflection of his personality. He possessed to a greater degree than any other author the gift of impersonating himself in his books. The same quiet and half concealed humor which characterized the man, and made him an interesting conversationalist is seen in his productions. "The Legend of Sleepy Hollow," "Rip Van Winkle" and "Knickerbocker's History," are good illustrations of this humor. He weaves the humor, which characterized his personality, into his works in the simplest and most natural way, without

depriving it of its original essence. The charm his books possess is but the reflection of the indescribable charm of his personality. In his books his gentle spirit glows out as it did from his radiant nature.

The handling of sentences gives his writings an inimitable charm which escapes analysis. Although this attribute of style is indescribable, yet it is nevertheless very real, and permeates all the writings he has ever produced. It belongs distinctly to his own style. Although Scott's productions have been compared to and resemble Irving's in some respects, yet, the charm which characterizes the latter's works, is entirely lacking in the works of the former. Irving's writings may suffer somewhat in comparison with the works of Eliot, Hawthorne, Thackeray and Dickens. His works are not profound as are Eliot's and Hawthorne's. He does not, as Eliot, tread the dizzy heights of philosophy and psychology, nor, as Hawthorne, become involved in the intricate mazes of abstract speculations on the principles of mesmerism. He is not, as Thackeray, an expert in handling the sharp tools of cutting satire. He may not possess such commanding power over humor and pathos as Dickens, nevertheless his works possess a charm that none of these works can boast, classics though they are.

His style is further marked with a certain poetic feeling tinged with pathos, as depicted in his moonlight picture of the Alhambra: "A thorough change took place in the scene and its associations. The moon gradually gained each evening on the darkness of the night, and at length rolled in full splendor above the towers, pouring a flood of tempered light into every court and hall. The garden beneath my window, before wrapped in gloom, was gently lighted up; the orange and citron trees were tipped with silver; the fountain sparkled in the moonbeams, and even the blush of the roses was faintly visible. . . . The temperature of a summer midnight in Andalusia is perfectly ethereal. We seem lifted up into a pure atmosphere; we feel a serenity of soul, a buoyancy of spirits, an elasticity of frame, which renders mere existence happiness; but when moonlight is added to this, the effect is enchantment. Under its plastic sway the Alhambra seems to regain its pristine glories. Every rent and chasm of time, every mouldering tint and weather-stain is gone; the marble resumes its original whiteness; the long colonnades brighten in moonbeams; the halls are illuminated with a softened radiance,—we treated the enchanted palace of an Arabian tale."

His simplicity and naturalness are responsible to a large degree for the attractiveness of Irving's style. These may be observed throughout his works, but are more noticeable in his "Sketch Book." Unity and purity of expression are also attributes of his style. "The Broken Heart" and "Rural Life in England" illustrate the former; the latter pervades all his writings.

Irving excelled in the felicitous use of adjectives. He possessed an extensive vocabulary and exhibited excellent taste in the choice of adjectives most applicable to their nouns. Who, but Irving, would say, "transient gaiety," "lurking fancy," "monumental silence," or "indolent enjoyment"? His frequent use of adjectives is regarded by some as superfluous; but, read a paragraph by Irving, omitting all the descriptive adjectives, does the charm remain?

There is also a fantastic element in his works. In some of his short stories, such as the "Bold Dragoon," and the "German Student," he introduces a weird and fanciful strain. In many of his stories of the Alhambra he gives his fancy full play, and carries us away from the sterner side of life, resting our careworn minds from the monotony of human existence.

Irving also excelled in the writing of short stories. His "Sketch Book," "Tales of a Traveler," "Alhambra" and "Bracebridge Hall," will exist and be read after his sterner works, such as his lives of Washington and Columbus, have passed away. He gave new life to the short story. No author had ever before, or has ever since, treated it in the same skillful manner.

Irving possessed the knack of writing with a sense of locality. He soon got the spirit of a place, and wrote about it in the manner best suited to its location. Such essays as "Westminster Abbey," "Little Britain" and "Strat-

ford on Avon," are good illustrations of his power to "seize upon the spirit of places and fix that spirit in language." This same power enabled him to transfer to his pages the atmosphere of the "faded splendor in the Alhambra," the romance of Italy of long ago; and this same power enabled him to invest his own Hudson valley with the "richness of tradition."

It may be said that Irving has surpassed all writers in his felicitous method of description, which possesses a charm that is entirely lacking in the word pictures of other authors. They are vivid and interesting, and, as you read them, you fancy yourself in cold New York, gazing with awe and admiration on the sublime and majestic Catskills as they raise their "naked summits," like grim sentinels, into the fleecy clouds; or far away in sunny Spain, viewing with your own eyes, the stern and picturesque beauty, and its "snowy summits, gleaming like silver clouds against the deep blue sky." The only writer that can cope with him in descriptive powers is Scott, and though the latter's descriptions are vivid and interesting, they are devoid of a certain inherent sweetness which Irving's never fail to present.

Irving's works are classics for many reasons: First, because they reflect his own personality, and thus reveal the various qualities which made the man, as, humor, modesty, kindness and sympathy; secondly, because he possessed the power of giving true pictures of nature and man. Owing to his extreme sensitiveness to the beautiful, he readily appreciated the best in nature and humanity, and with his simple and graphic descriptive powers, he unerringly presents it to us in a manner which cannot but appeal to our interest; thirdly, the human element in his books is of the utmost interest. He is no far away visionary; no fanatic with schemes of social, political and ecclesiastical reformation; no skeptic with an abnormal and perverted view of life, but an intensely human man, who loves, pities and enjoys, who sympathizes with and compassionates, who has charity for the unfortunate, tears for the fallen, and smiles for the rejoicing. He does not preach to you, or prate about the weaknesses and foibles of humanity, and the necessity of overcoming them, but makes you feel that he is your friend and companion, possessing the same ambitions, joys and sorrows as yourself; fourthly, he possesses the power to surround all characters and scenes with the glow of his own radiant spirit. With his poetic temperament, he can readily clothe a scene or character, that would otherwise appear barren and uninteresting, with a sheen of romance reflected from his own refulgent nature; lastly, he is quick to see the romance and comedy of life. With his sentimental nature, he readily separates the romantic from the sordid and practical, and with his well developed sense of humor, he instantly detects the ludicrous.

Irving's service to America cannot be overestimated. He changed the spirit of American literature. Before his advent it had been characterized by a dark, somber Puritanical element. The general impression prevailing in the new world at that time was, that anything either in literature or actual life, that was pleasant, humorous or entertaining, bordered on evil. Irving dispelled this spirit by introducing his sweet, humorous, and oftentimes pathetic writings.

He elevated American literature to a classic rank by the recognition his books commanded both at home and abroad. America was proud she possessed such an author. All England admired him, and it was generally conceded by those most able to judge, that America had produced a classic writer, and thereby had fairly won the right to establish a classic literature.

Irving was a human benefactor. He performed an immense service for man. He occupied his life in the production of books whereby man might be entertained and instructed. No one, who has ever read Irving's books can say that he has not been royally entertained and has not been made better.

Irving's purpose for writing, expressed in his own words, has been given to us: "If I can by a lucky chance, in these days of evil, rub out one wrinkle from the brow of care, or beguile the heavy heart of one moment of sadness; if I can now and then penetrate the gathering veil of misanthropy, prompt a benevolent view of life, make my reader more in good humor with his fellow

beings and himself, surely, surely, I shall not have written entirely in vain."

The enormous number of his books sold yearly is a silent and indisputable testimony that his purpose has been accomplished.

As a parting tribute to Irving I would say with our beloved poet, Bryant:

"Farewell! Thou, who hast entered into the rest prepared from the foundation of the world for serene and gentle spirits like thin. Farewell! Happy in thy life, happy in thy death, happier in the reward to which that death was the assured passage; fortunate in attracting the admiration of the world to thy beautiful writings, still more fortunate in having written nothing which does not tend to promote the range of magnanimous forbearance, and generous sympathy among thy fellow men; the lightness of that enduring fame, which thou hast won on earth, is but a shadowy symbol of the glory to which thou art admitted in the world beyond the grave. Thy errand upon earth was an errand of peace and good will, and thou art in a region where hatred and strife never enter, and where the harmonious activity of those who inhabit it acknowledges no impulse less holy, less noble than that of love."

THE ESSAY MEDAL FOR 1908-09

The medal for the ensuing year will again be offered by Senator Thomas H. Carter. The following letter is self-explanatory:

"Helena, Montana, Sept. 12, 1908.

"Prof. R. J. Condon,

"Superintendent of Schools, Helena, Montana.

"My dear sir:—

"By direction of Senator Carter I beg to inform you that it will afford him much pleasure to again donate a Medal such as the one presented by him last year, for the best essay written by any member of the graduating classes of the Montana High Schools next spring. Mr. Carter considers it a very great pleasure to cooperate in this good work.

"Very truly yours,

"E. T. CRAWFORD,

"Secretary."

TOPIC FOR THE ESSAY FOR 1908-09

"WALTER SCOTT"

[Or any special topic on Scott or his works.]

SOME SPECIAL TOPICS SUGGESTED BY THE COMMITTEE.

"Walter Scott as a Story-Teller."

"Personality of Walter Scott."

"Walter Scott as a Poet."

"The Stories Told in Scott's Verse."

"Chivalry in Scott's Works."

"History in Scott's Prose and Verse."

"My Favorite Characters in Scott's Works."

"Patriotism in Scott's Works."

"Walter Scott's Heroes."

"Walter Scott's Heroines."

"Pen-Pictures from Scott." (Descriptive passages in his prose and verse.)

"Scott's Portrait Galleries." (Character sketches of Elizabeth, Earl of Leicester, et al.)

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Scott's Complete Poetical Works. (D. Appleton & Co., N. Y.)	\$1.00
Brooks, Sarah W., English Poets and Poetry. (Dana, Estes & Co., N. Y.)	\$2.00
Ball, Marg., Sir Walter Scott as a Critic. (1908) The Macmillan Co., N. Y.)	\$1.00
Beaver, J. A., Aid to the Study of the "Lady of the Lake." (Whitaker & Co., S. F.)	25 cts.
Carlyle, Thomas, Essay on Scott. (Houghton, Mifflin & Co., S. F.)	30 cts.
Crockett, W. S., The Scott Country. (1902) (The Macmillan Co., N. Y.)	\$2.00
Dawson, W. J., Makers of Modern English, 2 vols., ea. \$2.00. (Whitaker & Co., S. F.)	\$4.00
Dalgleish, W. S., Scott Reader. (Thos. Nelson & Son, N. Y.)	75 cts.
Gusslott, Harriett, Stories from Waverly for Children, (1902) (Macmillan)	\$1.00
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Lang, Andrew, Essays in Little. (Chas. Scribner's Sons, N. Y.)	\$1.00
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Morley, John, Life of Sir Walter Scott. (Harper Bros., N. Y.)	25 cts.; 75 cts.
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Stephen, Leslie, Hours in a Library. (1899) 3 vols., see vol. I. (G. P. Putnam's Sons, N. Y.)	\$4.50
Sullivan, Sir Edw., Tales from Scott. (Little, Brown & Co., Boston.)	\$1.50
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- Amer. Law Rev.**, 38:507 (July-Aug., '04) "Scott as a Lawyer."—N. McCrimmon. (Same in **Green Bag**.)
- Atlantic Mo.**, 90:755 (Dec., '02) "Lockhart's Life of Scott."—H. D. Sedgwick.
94:664 (Nov., '04) "Was Walter Scott a Poet?"—A. Symons.
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- Athenaeum**, 2:797 (Dec. 10, '05) "Letters and Reminiscences of Walter Scott."—Mrs. Hughes.
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- Bookman**, 15:129 (Apr., '02), 280 (May, '02) "Dramatization of Scott."—P. Wilstoch.
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36:368 (July, '99) "Scott's First Love."—F. M. F. Skene.
44:424 (July, '03) "Unpublished Letters of Scott."—
44:567 (Aug., '03) "Later Years of Walter Scott."—
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79:231 (Apr., '02) "More Recollections of Walter Scott."—
80:124 (Feb., '03) "Scott as a Churchman."
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RULES GOVERNING THE ESSAY CONTEST.

[Adopted at a meeting of high school principals, at Missoula, Dec. 27, '07.]

Amended May 16, 1908.

1. All members of the graduating classes of the accredited high schools in the State of Montana, shall be eligible to compete for the medal.

2. The topic on which the essay shall be written, shall be selected by a committee of three, consisting of the professor of English, the professor of literature, and the professor of history at the University. No essay shall exceed three thousand words.

3. Each high school may hold a preliminary contest, about April 1, for the purpose of selecting the best essay. The contest may be in charge of one of the teachers of English. The principal, the teacher in charge, and the student who writes the essay shall sign a statement that the essay is not plagiarized.

4. A type-written copy of the best essay in each preliminary contest, marked on the first page with some motto or pseudonym, shall, on or before April 15, be sent to the chairman of the committee at the University. The signed statement with regard to plagiarism shall be sent with the essay. All essays received by the committee shall be submitted to three judges, who shall be appointed by the president of the University. The judges, without knowing the names of the students who wrote the essays, or what schools are represented by them, shall rank and grade each essay, on the following basis: Logical development, 45 per cent; composition, 45 per cent; general impression, 10 per cent. The essay having the highest rank shall be declared the winning essay. In case there should be a tie in the ranking, the one having the highest grade (per centage) shall be declared the winning essay.

5. The name of the high school that wins the prize shall be announced at the time of the final high school debate contest.

6. The prize essay with the name of the writer shall be printed in the annual bulletin for 1909-10, of the high school debating league.

ADDITIONAL PRIZES

For the year 1908-09.

H. T. Wilkinson will give a set of books to each of the three debaters of the winning team at the *special final contest* (the contest for honorable mention).

William H. Houston will give a free scholarship (including matriculation and athletic fees and laboratory deposit) in the University of Montana to the student who wins the Dixon medal for the year 1908-1909. This scholarship will be given when the student enrolls in the University.

E. C. Mulroney will give a free scholarship (including matriculation and athletic fees and laboratory deposit) in the University of Montana for the year 1909-10, to the student who wins the Carter essay medal for the year 1908-1909.

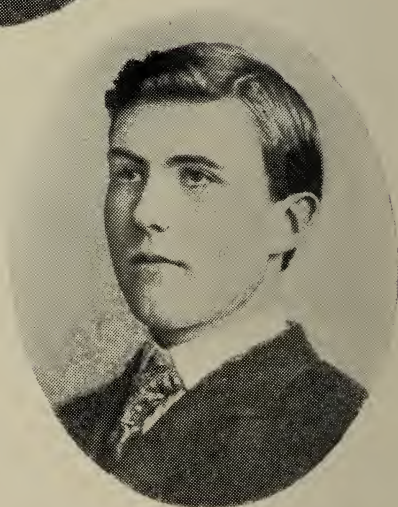
THE CARTER ESSAY MEDAL



WINIFRED ROMNEY,

Member of the Graduating Class of the Hamilton High School, June, 1903,
Winner of the Carter Essay Medal.

MISSOULA HIGH SCHOOL



GEORGE P. STONE
Captain

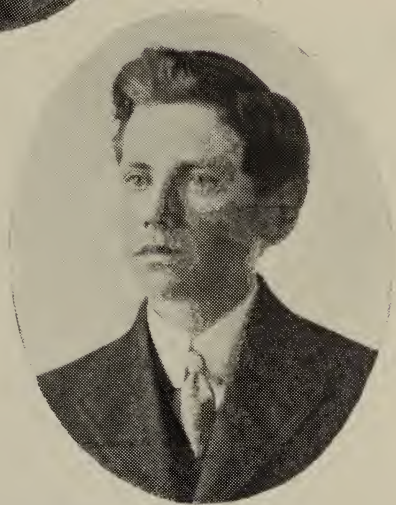
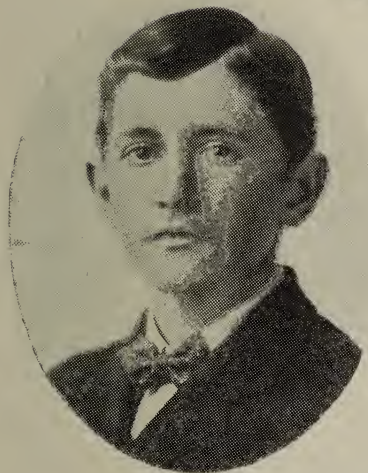
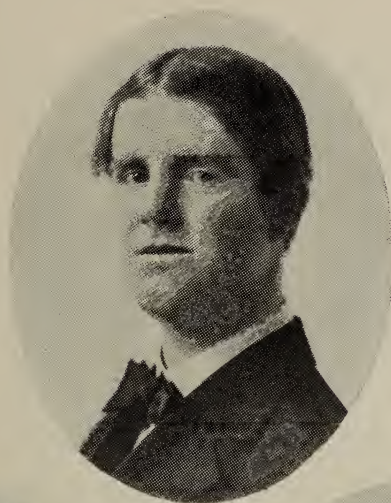
FLORENCE MATTHEWS

EDWARD BARKER

STATE HIGH SCHOOL CHAMPION DEBATING TEAM
For the year 1907-08.

Florence Matthews,
Winner of the Dixon Medal, the State High School Champion Debater,
for the year 1907-08.

COLUMBUS HIGH SCHOOL



CLIFFORD A. ROSS
Captain

HATHORN B. ANNIN

CHAS. L. FRASER

CHAMPION TEAM OF THE EASTERN DISTRICT,
for the year 1907-08.

TOWNSEND HIGH SCHOOL



Gertrude Whipple.



Stella Starkweather.



Gertrude Merritt.

CHAMPION TEAM OF THE NORTHERN DISTRICT,
for the year 1907-08.

LIVINGSTON HIGH SCHOOL



CHAMPION TEAM OF THE SOUTHERN DISTRICT,
for the year 1907-08.

UNIVERSITY OF ILLINOIS

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